

# successforall

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### **Success for All has four key themes:**

- Theme 1** Meeting needs and improving choice
- Theme 2** Putting teaching, training and learning at the heart of what we do
- Theme 3** Developing the leaders, teachers, lecturers, trainers and support staff of the future
- Theme 4** Developing a framework for quality and success

The *Success for All* newsletter is produced by the Department for Education and Skills and the Learning and Skills Council to keep you up to date with the change programme designed to transform the quality and responsiveness of the learning and skills sector. [Send us your feedback on the newsletter or views on Success for All to successforallnewsletter@lsc.gov.uk](mailto:successforallnewsletter@lsc.gov.uk)

## 14-19 Pathfinders – An Evaluation of the First Year

The 14-19 pathfinders were set up in January 2003 to test the local delivery of 14-19 education and training. The key focus being the provision of a greater range of curriculum choices to suit the skills of young people and to enable them to fulfil their potential.

The DfES commissioned the Universities of Leeds and Exeter to evaluate the work of the 25 pathfinders during the first academic year (to July 2003). The key findings and messages are set out in 14-19 Pathfinders – An Evaluation of the First Year which can be found on the 14-19 pathfinder website: [www.dfes.gov.uk/14-19pathfinders](http://www.dfes.gov.uk/14-19pathfinders). These findings provide a useful source to inform Strategic Area Reviews.

Key findings from the evaluation show that pathfinders have made very positive progress in the first year.

- Pathfinders have rapidly advanced collaborative working between schools, colleges and training

providers, with all pathfinders reporting expected or better than expected progress.

- Collaborative working has led to development of broader curricula, offering greater choice and flexibility, especially for 14-16 year olds, mainly involving the provision of vocational and work-related learning in colleges, work places and with training providers.
- Pathfinders provided accelerated learning opportunities for higher achieving students.
- Improvements were demonstrated in the advice and guidance provided to young people approaching, and passing through, the 14-19 phase.
- Productive links were made with other programmes, particularly the Increased Flexibility Programme and Excellence in Cities, and further development of strategic planning of the 14-19 phase.

### Focus on...

A monthly feature on *Success for All's* key players and good practice. This month: **Interview with Rob Wye, Director of the Chief Executive's Division, LSC**

## Focus on...

### Mr And More

Rob Wye has an interesting way of describing his role as Director of the Chief Executive's Division at the LSC. 'Under our national restructuring we now have a new Learning Group and a Skills Group. I suppose you could describe me as the "and" bit in between.'

A familiar face around the Department of Education and Skills and the Learning and Skills Council, where he was Executive Director of Northamptonshire and interim national Director of Policy and Development, Rob acts as the corporate glue joining the new structure together.

He supports the Council's new Chief Executive, Mark Haysom, with specific responsibility for planning and performance. Importantly, he is also the LSC's Programme Director for *Success for All*, a responsibility he has carried throughout his various incarnations within the organisation since the reforms were first mooted.

'I really act as a link man between the LSC and the Department and have the job of making sure that everything we say will happen under *Success for All* really does happen. In the first year of the reform programme, I think it's fair to say that it has been a success story.'

He points to the creation of the Standards Unit, the launch of Strategic Area Reviews across all 47 local LSC areas, the introduction of three-year development plans and the creation of the Sector Skills Council for Lifelong Learning to back his assertion.

'These are real successes, although we have to be aware we are still a short way down a long road.'

'I am particularly pleased that we are now working together with many other organisations right across the country who are undertaking Strategic Area Reviews of post-16 learning and skills. Everyone has a role to play in deciding the improvements in education and training that need to be made in their areas.'

'It's not going to be easy and you have to face the fact that you can't make an omelette without breaking eggs. Not everyone will be happy all the time. What we must aim for is consensus and to carry people with us in introducing the changes needed to make a difference.'

### FE Governance

The DfES will be consulting on the future shape of governance within the FE sector during March. In addition to the opportunity to submit formal responses there will be four consultation events at different locations around the country. For further information contact Ian Pursglove on 0114 259 3393. Email: [ian.pursglove@dfes.gsi.gov.uk](mailto:ian.pursglove@dfes.gsi.gov.uk)

### 14-19 Reform

The Interim Report of the working group was published on 17 February. It set out in detail the Group's proposals which will shape their final recommendations to Ministers later in the year. This is a programme of long term reform which aims to ensure that all young people develop the knowledge, skills and attributes they will need for success in later learning and adult life. To view the report and to find out more visit [www.14-19reform.gov.uk](http://www.14-19reform.gov.uk)

### Learning Lessons from Employer Training Pilot

More than 6,300 companies and organisations have now signed up to the Employer Training Pilot scheme, which encourages businesses to invest in the skills of their staff by offering free or heavily subsidised training in basic skills and Level 2 qualifications.

Since its launch in September 2002, the scheme has supported the training of over 25,000 employees throughout the country. It is now providing important information on what motivates employers and staff to take part and the best ways in which training can be adapted to the pressures of the workplace.

The first year interim evaluation report indicates that employers are attracted by the free or subsidised aspect of the training and by the fact that training is flexible and is delivered at the most convenient times for their businesses.

Employees are attracted to the scheme by the opportunity to gain new skills that will improve their performance at work and by the chance to gain a qualification.

The Employer Training Pilot scheme has been effective in encouraging more colleges and providers to deliver training on company premises at a time and in a manner best suited to their shift patterns. They have also been encouraged to focus training on meeting the skills gaps identified in initial training needs assessments.

## Still in the Dark

The Secondary Heads Association (SHA) is urging its 11,000 members to become more involved in Strategic Area Reviews, which will decide the future shape of post-16 education and training provision across the country.

John Dunford, General Secretary, is concerned that the majority of secondary school head teachers are not deeply enough involved in the process and that many believe the reviews will simply result in the closure of school sixth forms.

'I will be sending out guidance through our newsletter and website within the next few weeks asking members to engage more strongly with their local Learning and Skills Councils in Strategic Area Reviews,' he said.

'Specifically, I want to stress that if they are concerned about the proposals being put forward they should come up with their own alternative plans for consideration. It is extremely important that they have their say.'

'There is a generally held fear in many parts of the country that the reviews are simply about sixth form closures. There is also a fear that, in instances where current provision is weak, the strong performers will also be swept up in the process.'

Mr Dunford, who recently met with Alan Johnson, Minister of State for Lifelong Learning, Further and Higher Education to express specific concerns, is also worried that members do not feel involved in the *Success for All* reforms, of which Strategic Area Reviews are a part.

'There is a widespread view among our school members that *Success for All* is not for them, even though improving choice and raising standards, the key objectives of *Success for All*, clearly are. When *Success for All* was announced, it was felt that it was all about colleges and work based learning providers.'

'My feeling is that the government and the LSC have a mountain to climb if they really want *Success for All* to get through to schools. People are still in the dark about what this is all about and what is going on. More effort needs to be made to explain that the reform process is aimed at the school sector as well as further education.'

## Review of Initial Teacher Education in the Learning and Skills Sector

The review of Initial Teacher Education in the learning and skills sector is underway. It started in November 2003 with the launch of the consultation document and a questionnaire. In January and February the consultation included three large consultation events, four smaller focus groups and two stakeholders' meetings with NATFHE and Awarding Bodies. The consultation closed on the 29 February and the Standards Unit aim to publish a summary of responses in April.

## Recognising Outstanding Individual Achievement Through the Honours System

In November 2003, the Secretary of State launched the STAR Awards to recognise outstanding individuals in the learning and skills sector. The Honours system also provides a way of recognising the valuable contribution made by people working in the education and skills sector. Each year there are two Honours announcements, one on the Queen's Birthday in June and one at New Year. The most recent list included 93 people who were honoured for services to the education and skills sector, including a number of representatives from post-16. Anyone can nominate someone for an Honour and the process is simple. Nomination forms are available online on [www.cabinet-office.gov.uk/ceremonial](http://www.cabinet-office.gov.uk/ceremonial). Nominations for achievement in the learning and skills sector should be returned to Amanda Thomas, Honours Team, DfES, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT. If you have any enquiries about the Honours process please contact Amanda on 020 7925 6239 or by email to [amanda.thomas@dfes.gsi.gov.uk](mailto:amanda.thomas@dfes.gsi.gov.uk)

## Learning and Skills Beacon Status

Learning and Skills Beacon status recognises excellent institutions that deliver high quality teaching and learning, and demonstrate good leadership and management. By April 2003, 25 providers achieved Learning and Skills Beacon status. Following a comprehensive review new arrangements were announced on 15 January.

On the 23rd of February the Minister Alan Johnson announced 13 new Beacons. The review of Beacon status is available on the *Success for All* DfES website: [www.successforall.gov.uk/](http://www.successforall.gov.uk/)

## Move to Plan-Led Funding

The LSC is moving forward with the introduction of fundamental changes to the way it approaches planning and funding of colleges.

A three month consultation, involving nine regional events supported by the opportunity to respond online, showed strong support for proposals to replace the current system with a new plan-led funding approach.

“The new system will give colleges much improved stability in planning ahead”, said Patrick Rooney, the LSC’s special project team manager. “We will be publishing our response to the consultation before moving to transitional implementation in 2004-05. We will then move to full implementation the following year.”

## Changes to Performance Review

The review of progress in the implementation of a provider’s three-year development plan and its contribution to local strategic relationships and priorities will be at the heart of the revised arrangements for the Spring 2004 performance review. The annual review of

progress will be fully implemented for 2005 as part of the new core business cycle for the LSC.

Transitional arrangements will apply for the Spring 2004 review. This will use the current performance review framework but will particularly focus for the first time on the review of progress made in the implementation of development plans. Providers in the excellent and serious concerns categories will be identified. For further education this will enable decisions on performance related funding to be made.

## Note

A short briefing note outlining what the Skills Strategy means for providers is now available on the *Success for All* website on [www.successforall.gov.uk](http://www.successforall.gov.uk).

## Success for All contacts:

**Theme 1** Dean Williams 024 7682 3342  
**Theme 2** David Taylor 0114 259 4689  
**Theme 3** Heidi Adcock 0114 259 4988  
**Theme 4** Steve Sawbridge 024 7682 3243  
[www.successforall.gov.uk](http://www.successforall.gov.uk)

## Calendar

The *Success for All* calendar is updated in each issue of the newsletter. The calendar as at the beginning of March is:

2003	Developments	Communications/consultation
March	Next round of CoVEs announced	Focus on Policy Seminar – Mainstreaming Equality and Diversity
	Responses to consultation on new success measures published	Focus on Policy Seminar – 14-19 vocational pathways
	Teaching and Learning phase 3 curriculum areas announced	David Miliband online hotseat event – 14-19 on 8 March
	CoVE Plus policy and implementation proposals announced	
May		ALP National Conference, 18 -19 May
		Adult Learners’ Week, 15-21 May
June		AoC/SFCF Summer Conference, 12-13 June
		LSDA Summer Conference, 15-16 June